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NOTES

A PAMPHLET has been issued giving a summary of the proceedings of the meetings of the Conference of Uniform Entrance Requirements in English, covering the years 1894-1899. It certainly is a great service to have the proceedings of this conference, whose work has had such wide influence, all brought together in brief and systematic form. The recommendations of the conference have been frequently published, with the exception of those made at the fifth meeting, which was held in New York May 29th and 30th, 1899. At this time the following important new recommendations were made :

"That the books set for reading and practice for the years 1903, 1904, and 1905, be the following :

"Shakespeare's *The Merchant of Venice* and *Julius Caesar*, the Sir Roger de Coverley papers in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

"That the books set for study and practice for the years 1903, 1904, and 1905, be the following :

"Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*."

It was also voted :

"The conference recognizes that any college admitting students by certificate may accept equivalents for any of the books on the prescribed list."

The report of the committee appointed at the previous meeting to prepare a list of books for voluntary reading was adopted, and is presented in the pamphlet, accompanied by the statement that the list is offered by the conference in the hope that it may prove of service to teachers in guiding the boys and girls at home. The list is too long to reprint here. The whole pamphlet is of great value to English teachers, and can doubtless be obtained by applying to Professor Albert S. Cook, secretary of the conference, Yale University, New Haven, Conn.

ONE of the important educational documents of the year is the report of the Committee on Relations of Public Libraries to Public Schools, presented at the meeting of the National Educational Association at Los Angeles, during the summer. The SCHOOL REVIEW has already published some of the recommendations made by the committee. One of the most important

features of the report for secondary teachers is a list of one hundred books for high schools, prepared by Principal J. C. Hanna of Oak Park. Other topics of special interest to secondary schools are: "Establishing Libraries in Villages," "Supplementary Reading," "Hints for Cataloguing Small Libraries," "Aids and Guides to Library Work," "Work of Certain Typical Libraries," and "Schoolroom Libraries." The document will be published in the Proceedings of the National Educational Association, and separate pamphlets can also be obtained from Secretary Irwin Shepard, Winona, Minn.

ARTHUR McDONALD, specialist in the Bureau of Education, has published an "Experimental Study of Children, including Anthropometrical and Psycho-Physical Measurements of Washington School Children, with a Bibliography of the subject." Some 23,000 children in all are represented in these studies. In addition to the special study of the Washington school children, there are chapters devoted respectively to "Measurements of children in the United States," "Measurements of school children in Europe," and an extensive description of the psycho-physical instruments of precision in the laboratory of the Bureau of Education. The description of the instruments is accompanied by numerous illustrations representing not only the instruments, but also the method of using them. An extensive list of makers of psycho-physical and anthropometrical instruments is appended to the work. This study will constitute chapters 21-25 of the report of the commissioner of education for 1897-8. A great deal of interesting information is here collected that would be only with difficulty found elsewhere.

DR. EDWARD BROOKS, superintendent of public schools in Philadelphia, has prepared a report on home study, presented to the board of education of that city. From this report we quote the following sensible paragraph: "The value of the independent and unaided study of text-books should not be overlooked in the education of children. The preparation of lessons will cultivate the habits of reading and study, which are invaluable not only to the student but to the individual in after life. The neglect of this in the elementary schools will be especially apparent in the higher schools, and involve a loss of time there in training pupils to the habits of study. No pupil should be sent from the elementary schools to the higher schools who has not been trained to habits of careful and attentive study, and who does not know how to learn lessons from the printed page."

At the request of the Society for the Propagation of Foreign Languages in France, the authorities of the Universal Exposition of 1900 have organized an international congress of the teaching of living languages, which will be held in the Palais des Congrès during five days, beginning Tuesday, the 24th day of July. The congress will be divided into three sections. The first will occupy itself with methods of teaching—the division between oral

and written work and the use of books: "intuitive" teaching, object lessons, concert exercise, singing; teaching of grammar; literature; modifications according to nature of school establishment, age, and development of pupils. The second section deals with the technical and commercial sides of the teaching, and with courses for adults—lectures, reading rooms, polyglot clubs, etc. The third section will be devoted to questions of propagating such studies, and to international relations, travel, scholarships, exchange of pupils between different countries, circulating libraries and international correspondence, and "universal" language, etc. Members will be chosen from each country to report on papers which may be presented. All reports will have to be handed in by the 1st of June, 1900. The subscription is five francs.

Bird-Lore continues to present matters of interest to all lovers of birds, and, indeed, to lovers of nature. It is a valuable addition to any school library, and The Macmillan Company has done a real service in inaugurating this useful publication.

PROFESSOR ALBERT BUSHNELL HART has edited for schools and readers a *Source-Book of American History*. It is published by The Macmillan Company. The book opens with an attractive facsimile of the Mayflower Compact, taken from Bradford's history. In the words of the preface, the book is "an attempt to do for the study of American history what the photographer does for the study of art—to collect a brief series of illustrations which, without including a hundredth part of the whole field, may give examples of the things most important to know." There are chapters on the "Use of Sources," "Material for Source Study," "The Sources in Secondary Schools," "The Sources in Normal Schools," and "Subjects for Topical Study from Sources." The extracts are arranged in twenty-one chapters in chronological order, beginning with the "Discovery of the New World," and closing with the "Spanish War," 1895-1899. There are only four illustrations. No attempt is made to present facsimiles of the documents quoted, though the antique style of spelling is preserved in the case of the older authorities. Whether the source method of study is used in the secondary school or not, this book will be invaluable as a work of reference in the school library.

MESSRS. HOUGHTON, MIFFLIN & COMPANY have issued a catalogue of authors whose works they publish, prefaced with a sketch of the firm. The work has been edited with great care and is, from every point of view, a fine piece of bookmaking. It is, indeed, a *catalogue de luxe*. The biographical sketches given of each author are, in themselves, of great value. The frontispiece to the book is a fine full-page engraving of the six great authors whose complete works are published only by Houghton, Mifflin & Company: Longfellow, Lowell, Hawthorne, Whittier, Holmes and Emerson. The development of literature in America is so closely associated with the firm of

Houghton, Mifflin & Company that the historical sketch of their business which introduces the book is by no means its least interesting feature. This artistic and valuable catalogue may be obtained of the publishers for 25 cents.

DR. WILLIAM E. CAIRNS, of the University of Wisconsin, has prepared an *Introduction to Rhetoric* (Ginn & Company) which aims to give within reasonable compass a thoroughly elementary course in rhetoric and English composition. Stress is laid chiefly on style, but invention receives quite extended treatment. The author's ideas are that rhetoric must be presented as a reasonable study, and that the pupil should study style and invention together and that every exercise that he writes should be criticised both as regards diction, sentence structure, etc., and as a whole composition. Since style and invention cannot be made to occupy the same space at the same time, the plan adopted is that of an independent treatment of each with a series of cross-references in the suggestions for exercises. The book is by no means formidable in size and that in itself is an attraction.

MESSRS. BENJ. H. SANBORN & COMPANY have undertaken the publication of the Cambridge Literature Series, which will be under the editorial supervision of Thomas Hall, Jr., instructor in English in Harvard University. Several numbers have already been issued. Number three of the series is furnished by *The Princess*, edited by Professor L. W. Smith, of Cotner University.

The *Beacon Biographies* is a new literary venture undertaken by Small, Maynard & Company, the editorial management being in charge of M. A. DeWolfe Howe. Five volumes have already been issued: *Robert E. Lee*, by W. P. Trent; *Phillips Brooks*, by M. A. DeWolfe Howe; *J. R. Lowell*, by Edward E. Hale, Jr.; *Daniel Webster*, by Norman Hapgood; *David G. Farragut*, by James Barnes. The series is intended in time to include the lives in brief compass of the most notable figures in American history. The books are exceedingly artistic, and the authors represent a high standard of literary excellency. Everything that a reader would ordinarily care to know is given by writers of special competence. Each volume is equipped with a frontispiece portrait, calendar of important dates, and a brief bibliography for further reading. Among the many volumes in preparation are the following: *John James Audubon*, by John Burroughs; *Edwin Booth*, by Charles Townsend Copeland; *John Brown*, by Joseph Edgar Chamberlain; *Aaron Burr*, by Henry Childs Merwin; *James Fenimore Cooper*, by W. B. Shubrick Clymer; *Nathaniel Hawthorne*, by Mrs. James T. Fields; *Benjamin Franklin*, by Lindsay Swift.

Observational Geometry by William T. Campbell (Harper & Brothers), is a decidedly unique text-book. There are over three hundred illustrations

among which are the following: King's Chapel, Shuswap Lake, On the Thames, Faneuil Hall, Shakespeare's House, the Pyramids of Egypt, Washington's Headquarters at Cambridge, the Castle of Chillon, Field Artillery, Railroad Junction, Tower of London, Mount Fuji, Cloud Cap Mountain, and a Medicine Man's Lodge, etc.; but the Medicine Man's Lodge by *Observational Geometry* is shown to be a cone, the Tower of London a cylinder, the Castle of Chillon a truncated pyramid, Washington's Headquarters a frustum, the Pyramids of Egypt pyramids, of course, Shuswap Lake a plane surface, since it happens to be a calm day. It is certainly thoroughly pedagogical to teach observational geometry in such a way that pupils will learn that there are such things as frustums, cones, pyramids, cylinders and the like outside of the hieroglyphical figures in the text-book. On the face of the question it looks like an impossibility for a teacher to fail to interest his students in such geometrical study as this. The book is surely the very essence of mathematical romance.

THE *School Journal* celebrates its silver anniversary by issuing a beautifully illustrated number of 128 pages under date of June 24. This interesting souvenir number contains a sketch of the educational work carried on by the publishers, and important articles portraying the wonderful progress made in all divisions of the educational field in the last quarter of a century.

IN the Chautauqua reading circle literature, Flood & Vincent have issued a new edition of *Walks and Talks in the Geological Field*, by Alexander Winchell, revised and edited by Professor Frederick Starr, of the University of Chicago. Professor Starr's work consisted in eliminating certain pages, adding marginal guides and a few notes. The body of the work, however, is exactly as Professor Winchell left it. The book was originally prepared to hold a position midway between text-books and books of light reading, and has already won a secure position which will be still further strengthened by the attractive new edition.

Psychology in the Schoolroom, by T. F. G. Dexter and A. H. Garlick (Longmans, Green & Company) is by English authors and apparently written with English conditions in view. The treatment is very detailed, the authors taking pains to show the psychological aspects of everything connected with schoolwork. There is too much psychology in the book. It is hard to see how teachers can be so permeated with the psychological aspect of every teaching act without becoming restrained and formal in their work. The book contains most of the subjects usually treated in a work on educational psychology with a number that are generally left out, but a notable omission in the eyes of many American teachers, at least, will be that of any chapter devoted to interest. The psychology is to a large extent that of Professor

Bain, and can hardly be considered quite up to the most modern developments of the science, though the introduction of several subjects such as Children's Drawings (with several illustrations) shows a certain familiarity with recent lines of experiment and observation. On the whole, it is tolerably safe to say that the teacher who had carefully mastered this book would seldom be disturbed by any necessary outbreak of her own spontaneity.